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THE AIMS AND DEFECTS  
OF  
COLLEGE EDUCATION  

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FOSTER PARTRIDGE BOSWELL



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FROM

Hobart College





**The Aims and Defects  
of  
College Education**

**Comments and Suggestions by Prominent  
Americans  
An Original Investigation**

**By**

**Foster Partridge Boswell, Ph.D.**  
**Professor of Psychology and Education in Hobart College**

**With an Introduction by**

**George Eastman**  
**President of the Eastman Kodak Company**

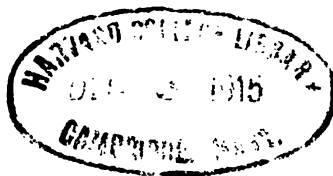
**THE HOBART COLLEGE SERIES**

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## INTRODUCTION

PROFESSOR BOSWELL has asked me to write a foreword for his *Aims and Defects of College Education*. My point of view is only that of a business man who, having missed the benefits of such an education, has observed with perhaps added interest its effects upon others. There is no doubt in my mind about the desirability of such an education provided the material is suitable; nor doubt that the effects which should be produced are increased steadiness of character and clearness of mind. But then there is the second question which involves, it seems to me, the use of these qualities: how soon a man can bring them to bear when he leaves college. Does not this depend



largely upon what he has been taught and how he has been taught? Admitting, if you like, that vocational training has been sometimes carried along too narrow paths, is it not possible that a liberal education may be made needlessly indefinite? Is there really any reason why a young man who is contemplating entering business when he leaves college should not while he is there learn something definite about, for instance, dealing with employees; about how to avoid contracts that are capable of more than one interpretation; about cost accounting; and the evils of slipshod letter writing? These are some of the most fundamental of the things which a business man has to deal with and are those which will confront the college graduate when he tries to transact business. They are also those in which his competitor has been accumulating experience while the student has

been in college. Is there any doubt that many college graduates are a little raw in respect to such matters, or that their mistakes are all the more conspicuous because they are college graduates? Would some instruction on such definite subjects lessen the breadth of say the regular liberal arts course? To put it in another way, if a young man's mind is the ax with which he proposes to hew his way through life, should he while in college confine all his efforts to sharpening the ax or should he at the same time learn a little about how to swing it?

The questions raised by Professor Boswell are most important and a discussion of them such as is had in the following pages cannot in my opinion fail to be of value.

GEORGE EASTMAN.

ROCHESTER, N. Y.,  
March 15, 1915.



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## PART I

### COMMENTS BY PROMINENT AMERICANS ON COLLEGE EDUCATION

**H**OBART COLLEGE has fortunately been able to secure the coöperation of a number of men of national prominence in an investigation concerning the proper aims and more common defects of college education. The comments and suggestions of these men, expressed in their own words, together with a summary and certain conclusions of my own, are presented in the following pages.

Our schools and colleges are not naturally in a position to observe the effects of different educational methods on the lives and careers of students who, having finished their courses of instruction, have

## 2            Aims and Defects of

gone out into the world. Educators feel, however, very keenly the limitations and defects of present-day institutions of learning, and are often led, in their endeavors to improve matters, into making injudicious changes or into following unwise policies of ultra-conservatism.

It is necessary, then, for those educational institutions which wish to discern the soundest practices and to properly adapt their curriculum of studies to meet present conditions, to seek all the information possible in regard to the worth of different forms of educational training in order to determine the proper aims to pursue and the defects to eliminate.

Hobart College, therefore, desiring to put her methods of instruction on as efficient a basis as possible, addressed a letter of inquiry, quoted below, to a number of men prominent in American business, professional, and public life.

Such men, we considered, would not only be able to speak with authority from their own experience, but would naturally be in a position to observe many men, both college graduates and those without college training, to compare their abilities, and thus to judge concerning the value of various educational aims and policies. The combined judgment of men of unusual ability and discernment should be of great assistance to all concerned with the problem of college education in indicating the wisest course to follow to obtain the best educational results. Two questions only were asked, as these were thought sufficient to indicate the nature of the inquiry, and more likely to elicit originality and freedom of discussion than would an elaborate questionnaire. The letter read as follows:

"Hobart College desires to put her methods of instruction on as efficient as possible a



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basis, in order to fit her graduates, as far as a strictly college training may, to make good in the professional and business world.

“We do not mean to give technical instruction, nor to lose sight of the true purposes of a cultural education, and endeavor to compete with the many excellent technical and professional schools in which specialized instruction may be obtained. But we are nevertheless conscious that undergraduate education is capable of decided improvement, especially in regard to the purposes it is intended to serve in the training of the individual student for a useful career.

“Therefore we should be very glad to obtain your opinion, together with that of other men prominent in American business, professional, and public life who are coöperating with us, in regard to the two following questions.

“What traits of character and mind should a college aim to develop in its students to make them useful and efficient in modern life?

“In what ways does the present college education fail in giving students training it is able to give?

"We shall be very grateful indeed for your kind coöperation with us in this investigation.

"Yours, etc."

A most gratifying response was made by the men addressed, who were kind and public-spirited enough to devote much time and energy to coöperating with us in this investigation, although they were all busied with important affairs. Among those who replied were the following:

The Hon. Joseph H. Choate, LL.D., formerly American Ambassador at the Court of St. James; the Hon. Andrew D. White, LL.D., formerly American Ambassador to Germany, and for many years President of Cornell University; the Hon. Alton B. Parker, formerly Democratic candidate for the Presidency of the United States; the Hon. Marcus M. Marks, President of the Borough of Manhattan; the Hon. Henry G. Danforth, M.C.; Charles R. Van Hise,

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LL.D., President of the University of Wisconsin; Eugene A. Noble, LL.D., President of Dickinson College; Professor Frederick S. Jones, LL.D., Dean of Yale College; Professor John H. Wigmore, LL.D., Dean of Northwestern University School of Law; Professor Mortimer E. Cooley, Dean of the Department of Engineering of Michigan University; Professor Joseph F. Johnson, Dean of the School of Commerce, New York University; Professor Irving Fisher, of the Department of Political Economy, Yale University; Professor W. F. Willoughby, of the Department of History, Politics, and Economics, Princeton University; Anson Phelps Stokes, University Secretary, Yale University; Professor John B. Clark, of the Division of Economics and History, New York University, and of the Carnegie Endowment for International Peace; Professor J. W. Jenks, of the

School of Commerce, New York University; Calvin W. Rice, Secretary of the American Society of Mechanical Engineers; George M. Eidlitz, of Marc Eidlitz & Son, New York City; Edwin B. Katte, Chief Engineer Electrical Traction of the New York Central Railroad; Mrs. Rose Pastor Stokes, Socialist; Hamilton W. Holt, of the *Independent*; Ernest H. Abbott, of the *Outlook*; W. P. Hamilton, of the *Wall Street Journal*; W. A. White, of the *Emporia Gazette*; Charles E. Fitch, formerly of the *Rochester Democrat and Chronicle*; F. A. Vanderlip, President of the National City Bank, New York City; Darwin P. Kingsley, President of the New York Life Insurance Company, New York City; J. G. Schmidlapp, of Cincinnati; Rufus A. Sibley, of Sibley, Lindsey & Curr Co., Rochester, N. Y.; William H. Ingersoll, of the Ingersoll Watch Co.; F. C.

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Henderschott, of the New York Edison Co.; W. R. Brown, of the Berlin Mills Co.; Henry T. Noyes, of the German-American Button Company, Rochester, N. Y.; Charles E. Treman, Ithaca, N. Y.

I take great pleasure in expressing to these gentlemen, and to all who aided us, the thanks due them from Hobart College for their kind coöperation in so important a matter, and for their very valuable and illuminating comments and suggestions. Their ideas have not only proved of value to us, but will, I believe, be of service to other colleges in making more clear the aims and defects of American college education.

Among the many comments and suggestions which were received the following seemed to be of especial interest, and likely to merit the consideration of those interested in the problems of college education. The expressions of opinion

concerning the aims and defects of college education, by men in public life, constitute the first group of comments.

<sup>1</sup>“In answer to your first question I should say, tenacity of purpose, concentration, and temperance in all things.” Concerning defects, there is “too much time for play and entirely too much vacation. Boys do not require three or four months of the year for vacation.”

<sup>2</sup>“The best teachers ever known to me during my preparation for college had, so far as I can find out, no theories, but simply a love for the subject they taught and an in-born desire to interest others in it.

“It is encouraging to know that you are in favor of restricting Hobart to what is usually called ‘collegiate’ work, which, at this moment, is greatly needed throughout the country. . . .

<sup>1</sup> Quoted from the letter of the Hon. Joseph H. Choate, LL.D., formerly American Ambassador at the Court of St. James.

<sup>2</sup> Quoted from the letter of the Hon. Andrew D. White, LL.D., formerly American Ambassador to Germany, and for many years President of Cornell University.

"Perhaps the greatest mistakes in collegiate education and, indeed, in education generally, lie in the failure to interest the student in the subjects he is pursuing."

1 "The traits of character and mind, which, to my notion, a college should aim to develop in its students to make them useful and efficient in modern life, are love of work, courage, common sense, and a true patriotism, which will lead the individual to identify himself with one of the great political parties and through that channel work for the preservation of our governmental scheme, as originally planned, and in opposition to socialism and all socialistic and other mushroom theories.

"The failure to bring home to the young man the conviction that he has a life work to perform and that any failure on his part to carry his share of the common burden, made heavier by our complicated civilization, throws upon other members of society, an unfair share of that burden."

2 This letter from Judge Alton B. Parker, LL.D., formerly Democratic candidate for the Presidency of the United States, is quoted in full.

<sup>1</sup> "The traits of character and mind which a college should aim to develop in the students to make them able and efficient in modern life are to see clearly and to think clearly; in other words, concentration on the subject, regardless of what the subject may be. . . .

"The present training fails to give the student thorough mastery of a subject. College training, generally, is devoted to teaching principles by committing them to memory, whereas the principles should be learned by object-lessons; so the reason for the principles will appear to the student. . . .

"Not sufficient attention is paid to teaching students how to think and express themselves on their feet. This would seem to apply particularly to young men who have in mind public life as their future."

<sup>2</sup> "Answering your favor of the 5th inst. just received, I would say that, according to my judgment, the prime object of a college training is to develop those tastes for the

<sup>1</sup> Quoted from the letter of the Hon. Henry G. Danforth, M.C.

<sup>2</sup> This letter from the Hon. Marcus M. Marks, President of the Borough of Manhattan, is quoted in full.



higher things in life which shall give the greatest resources for true living. By true living, I mean getting the best out of life, the keenest enjoyment of literature, art, music, and contact with other human beings of the best kind.

“Naturally, students should be prepared in a way not only to live, but to make a living, and in the last year of the college course their minds might be directed to those channels of human activity in which they would be most likely to be successful. In order to accomplish this, a trained psychologist, two or three teachers, and a practical man of affairs might well constitute a committee for vocational guidance; this committee to study the young men from their freshman year up, and, at the end of the junior year, advise with them regarding their particular talents. Many young men might thus be saved from misdirection and the consequent loss of time and courage which follows so often from trying to fit a ‘square peg into a round hole.’”

In an address delivered before the Phi Beta Kappa Society of this College in

June, 1914, the Hon. George McAneny, President of the Board of Aldermen of New York City, expressed himself as follows:

“The man who shirks his duty as a voter, and as a factor, therefore, in the system of democratic government that is our pride and hope, deserves but little of democracy. The man who, having gained superior equipment and training, through college or university, fails to give in even larger degree his meed of service to the State, will rarely receive the plaudits of his fellows, and may never claim justly that his full duty has been done.”

Next follow the opinions of some prominent educators, whose views are derived from immediate experience and observation of college activities, and who speak with the authority of those familiar with college problems from the inside.

President Van Hise of the University of Wisconsin in an address delivered

several years ago concerning "The Place of the College in Education," says:

τ "It seems to me that the place of the college can be no better designated than by the phrase which is frequently connected with it, *liberal arts*. According to Murray, liberal arts are 'certain branches of learning or apparatus for more advanced studies, or for the work of life.' They are 'directed to general intellectual enlargement and refinement, not narrowly restricted to the requirements of technical or professional training.'

"While in the middle ages the field of the college of liberal arts was very narrow, in modern times it has rapidly extended to include all of the subjects which are taught under the spirit of that definition. . . .

"This modern college recognizes as of equal importance to mathematics and Latin and Greek, work in the modern languages. It recognizes of equal importance with the languages, philosophy, psychology, political economy, political science, history, and sociology, which are fundamental in the education of the citizen who is to take part in the government of the nation. It recognizes of

equal importance with each of these groups, a knowledge of the sciences, which lies at the basis of all of the material advancement of this revolutionary period. Thus the field of the modern college is at least three times as large as that of the old-fashioned classical college. The college of liberal arts gives a most effective preliminary training for life work. Also the broadened college of liberal arts gives its students an opportunity to pursue work leading to professional studies. If the student plans to become a minister, or a lawyer, he may give a large part of his time to the humanities. If he plans to become a physician, or an engineer, or an agriculturalist, he may give the major portion of his time to the sciences."

After cautioning colleges against attempting to perform the work properly belonging to technical schools and the graduate departments of universities, he continues:

"The field of the college of liberal arts is so large and the work itself is of such superlative importance that any institution may

feel that here is ample opportunity for her full resources. By concentrating these resources upon this work, it is certain that more satisfactory and important results will be obtained by doing it well than by attempting to cover a larger part of the field of advanced education, when so doing will certainly involve unsatisfactory results throughout."

<sup>1</sup> "In reply to your inquiry as to the traits of character that should be developed by college training to make students efficient and useful, let me say that there are three things which I regard as of great importance: first, to have the student understand that the time in which he is living is related to the long past of human history so that his respect and sympathy for the work and thoughts of men will be great; second, that he may know also how to discern what is valuable in the life of his own time as judged by the standards of value which have been established out of the past; and third, that he shall have a sense of moral or spiritual values to control his judgment.

<sup>2</sup> This letter from Eugene A. Noble, LL.D., President of Dickinson College, is quoted in full.

"One of the ways in which present-day college education fails to realize its objective is that so much emphasis is put upon the mercenary standards of commonplace men."

<sup>1</sup> "In reply to question one, let me say that the traits of character which the college should aim to develop are uprightness and unselfishness. Our educational institutions should endeavor to impress upon young men the necessity of effort for the community and for society, rather than for personal ends. The trait of mind which the college should develop is the ability to think clearly and conclude logically. Many of the troubles in modern commercial and professional life are due to lack of ability to think straight and to act accordingly.

"In answer to question two I may say that I am less pessimistic than many who are constantly criticizing our educational institutions. In my judgment, a great many of our colleges are very successful in giving men the sort of training which makes them useful and efficient citizens, and there is, I

<sup>1</sup> This letter from Professor Frederick S. Jones, LL.D., Dean of Yale College, is quoted in full.

believe, a realization on the part of our college students that the educated man has something more before him than mere selfish effort for personal advancement and emolument; that public service is the real object which the college-bred man should have in view. I find a great many students who are serious in their desire to do their college work with the object of training themselves for this sort of life."

"Generally I would say that the important thing is to emphasize character rather than mere knowledge. As you may know I was for 25 years in the service of the United States Government. The positions held by me required the selection and appointment of a large number of men, many for important positions. I and my colleagues always sought to find men of character rather than technical attainments. In nine cases out of ten a man has to learn his work after entering upon it. By character I mean the qualities of reliability, thoroughness, conscientious

<sup>1</sup> Quoted from the letter of Professor W. F. Willoughby, of the Department of History, Politics, and Economics, Princeton University.

effort, etc. These are the men who win promotion. The University should seek to impress upon the student the desirability of studying all his subjects critically, of determining for himself the reasons, and above all of expressing himself orally and in writing directly and clearly. I think too that every effort should be made to have the students use the information acquired by them. They should be made to see the actual utility of their studies as far as possible."

"I think that too much attention is given to subjects the usefulness of which is not apparent to the student. I believe it is quite possible to secure training in connection with subjects that will have their utility after a student leaves the college."

"The traits of character and mind which a college should aim to give its students are: intelligence, efficiency, initiative, deep feeling, earnestness, and courage. I should say that most colléges fail to develop sufficiently the last four of these characteristics."

<sup>1</sup> Quoted from the letter of Professor Irving Fisher, of the Department of Political Economy, Yale University.



<sup>1</sup> "As to ways in which colleges fail, I should suppose that the most conspicuous one was in using university methods too much and school methods too little. It is too easy for a student to get through college and escape the necessity of getting information."

The following group of comments are from professional men, several of whom are also engaged in technical education.

<sup>2</sup> "The college aims to develop whatever traits of character and mind every gentleman and Christian should have; the qualities adapted to make for usefulness and efficiency in modern life being just the same as ever."

"A college education, as far as I can obtain an impression nowadays, fails to cultivate sufficiently (1) the habit of accuracy and detail, (2) a serious persistency in meeting

<sup>3</sup> Quoted from the letter of Professor John B. Clark of the Division of Economics and History, New York University, and of the Carnegie Endowment for International Peace.

<sup>4</sup> This letter from Professor John H. Wigmore, LL.D., Dean of Northwestern University School of Law, is quoted in full.

hard work, (3) and a general enthusiasm for self-cultivation. I can explain this by saying that I attribute these lacks partly to the modern theory of education which emphasizes the advantage of the student *liking* his task, and the greater official recognition of athletics and social activities."

"I have given a good deal of thought at different times to what should constitute preparation for the engineering profession. In view of the tendency of the times to specialization I think there is a general impression that young men should begin training for their specialty as early as possible. This I think is a mistake, my personal belief being that there is no better preparation for engineering than that obtained in a literary or classical college.

"The engineer's work in the future, as I see it, is going to be very different from that in the past. The problems to be solved will be different in that they will embrace questions of profound importance to the welfare of this

<sup>1</sup> Quoted from the letter of Professor Mortimer E. Cooley, Dean of the Department of Engineering of Michigan University.

country. The civilization of our day is made possible largely through the work of engineers. It might be said to be an engineer's age.

“The engineer of the future, to be most effective, must be a broadly trained man and I can imagine nothing better as a preparation than such a training as can be furnished by Hobart and other colleges of the same order, preparatory to the technical training.

“Answering your two questions more specifically, I would say that the traits of character and mind to be developed in college should be those which train the mind to study and reason and to act independently. It should develop in the student self-reliance in the largest possible measure. One ideal is conveyed to my mind by the story of ‘Carrying a Message to Garcia.’

“I do not myself think that the present college education fails to give students the kind of training they need. I think it would be a serious mistake for the small college to narrow its training with a view to making specialists. I think the present tendency manifested in the high schools is altogether uncommendable, in that it has for its main object the preparation of students to earn

money. While it is necessary to earn money, good citizenship is now, as it always has been, even more important. What we need in America more than anything else is good citizenship and the qualities of heart and mind offsetting the marked trend towards that end of socialism bordering on anarchy. We as a people need to get back on an even keel and to develop in our hearts more of the love of country, less of the love of self. We need sane people and our leaders should have a training commanding the respect of those who follow them. Our small colleges, with the opportunity for personal contact with professors and the general training which can be given in the smaller colleges, can do vastly good work in bringing about this condition."

“I fear I should have to write a book to answer properly your questions about a college. In this letter I can only give you a hint as to what I would seek to accomplish if I were an educational czar.

“I think a college fails in its mission if it

<sup>1</sup> This letter from Professor Joseph F. Johnson, Dean of the School of Commerce, New York University, is quoted in full.

does not aim to make its students think clearly and independently. I will not say that this is the highest aim, but it certainly ranks among those of first importance. Muddled thinking is responsible for many social and economic ills.

"A college should aim to develop in its students a sense of personal responsibility. This it can do only by holding them strictly to the full performance of their duties. College students should be treated as men, not as boys.

"A college should make its students work hard and regularly. There should be no easy courses nor easy professors. Hard work that cannot be shirked, and that keeps a man busy at least eight hours a day, is the only character builder that I place any reliance upon.

"Finally, college men should be taught the supreme value in life, especially in business, of promptness, punctuality, resourcefulness, and grit.

"I will not venture to discuss your second question, for I know too little about what colleges are doing to have an opinion as to whether they are really failing or not. I

meet many recent college graduates, however, and many of them certainly do lack the qualities which their colleges should have aimed to give them. That does not prove, of course, that the colleges have failed in their duty, for the factor of heredity is one that cannot be ignored.

"Permit me to express an opinion on a point you do not raise. I believe colleges should give much more attention than at present to the vocational needs of their students. Now a college graduate can earn a living only by teaching school. From one point of view, therefore, a college may be regarded as a vocational institution. I would have shorthand and bookkeeping taught in every college. I would have the director of athletics give courses and training which would fit a man to train others in athletics and physical culture. But you don't ask me to write about this subject; so I will not make further suggestions."

<sup>1</sup> "I think that the traits of character and mind that the college should aim to develop

<sup>1</sup> Quoted from the letter of Professor J. W. Jenks of the School of Commerce, New York University.

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in its students to make them useful and efficient are:

- “(1) Trustworthiness.
- “(2) Power of reasoning.
- “(3) Exactness.
- “(4) Diligence.
- “(5) Punctuality.
- “(6) Tolerance.”

“The average college graduate lacks an appreciation of things generally, [including] a lack of respect for the men lower down, the working man generally. The trend of college education is away from simplicity in the conduct of affairs and the object of education should be to teach men to devote their attention to essentials rather than details.”

“In reply to your second question, as to the ways in which college education fails, a particular failure is in the matter of training students to express themselves orally on their feet before others in a clear, concise, and forceful manner. The average college grad-

<sup>1</sup> Quoted from the letter of Calvin W. Rice, Secretary of the American Society of Mechanical Engineers.

uate is embarrassed when required to give even a simple talk in a meeting."

<sup>1</sup> "To your first query as to what traits of character and mind a college should aim to develop in its students to make them useful and efficient in modern life I would reply that a thorough determination inculcated into each student to form the habit in all his relations to '*own up, pay up, and shut up*' will be the greatest heritage any university can give to its students.

"Your second question, namely, 'In what way does present college education fail in giving students training it is able to give?' It has seemed to me that perhaps a lack of self-reliance and a tendency to rely on their degrees to keep them in their jobs is the greatest weakness of recent graduates."

The next group of suggestions and criticisms come from prominent journalists:

<sup>2</sup> "Probably the weakest thing in our whole system of education, from the public school

<sup>3</sup> Quoted from the letter of Edwin B. Katté, Chief Engineer Electrical Traction of the New York Central.

<sup>4</sup> Quoted from an editorial by W. P. Hamilton, of the



up, is that we teach the pupil to value the superficial thing taught, and not what is the whole end and aim of education, the discipline of learning.

"This is the suicidal foolery which sends 'gunmen,' with public and high-school educations, to the death-chair, alas, all too infrequently! Our teachers are supposed to make lessons pleasant and easy. Learning may be pleasant to the willing learner, but it is never easy.

"Other things being equal, this newspaper prefers to employ college graduates; and it has had many of them through its hands in the lengthening years of its existence. It takes that sort of reporter about a year to forget his diploma. By that time he is either a newspaper man, or he leaves, because he will never be one. In about three years, if he can stand the pace, he may discover that he actually acquired something at college. That something was the discipline of learning.

"If his diploma is worth anything, it should show that he has had developed by his teachers the indispensable power of concen-

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*Wall Street Journal*, concerning our letter of inquiry. The editorial appeared in the issue of April 15, 1914.

tration without which there is no success. Unless he adopts some profession involving technical requirements, there is nothing else a college can teach him that he cannot teach himself. The world will make him learn it, or kill him.

"This ought to indicate clearly enough how our colleges fall down. The problem is a psychological one, and not one of pedagogy. The training our college students need is one that inculcates the lifelong value of hard, but intelligent, work."

<sup>1</sup> "You ask me for my opinion about the traits of character and mind a college should aim to develop. I should say that the prime thing a college should teach a boy or girl is a loyal love of the truth and a capacity to find it out. If the college does not develop these traits, no matter how much polish it puts upon the mind or heart it is not very much worth while. The present college education, I should say, does not fail to give students training. I should say that life before they come to college fails to give them capacity

<sup>1</sup> This letter from W. A. White, of the *Emporia Gazette*, is quoted in full.

for taking things in, and any failure is not perhaps the fault of a college but the fault of the early adolescent environment."

<sup>1</sup> "Public service and leadership are the traits of character that most need development, and the ability to think is the most important trait of the mind to be developed. Mere memorizing is of little value. [In the opinion of this gentleman the college fails in giving training it is able to give.] By not having the professors work with the students in working hours. If the spirit of the football coach was introduced into the classroom, the problem of modern education would be solved. The football coach is infinitely more severe with his pupils, but at the same time he treats them, man to man, as equals. A professor is lenient with students' mistakes, but he sits upon a pulpit and treats them as inferiors.

"Let the professor learn from the coach."

<sup>2</sup> "I cannot think of any desirable trait of character or mind which a college should not

<sup>1</sup> Quoted from the letter of Hamilton W. Holt, of the *Independent*.

<sup>2</sup> Quoted from the letter of Ernest H. Abbott of the *Outlook*.

tend to develop in its students; but, naturally, emphasis should be placed upon those traits which need development at the particular stage of growth at which the student has arrived when he is at college.

"The period from seventeen to twenty-four years of age seems to me to be particularly one in which the individual is ready for training in self-reliance and independence of character and mental freedom. It is the period of individualism.

"It does not seem to me that it matters so much exactly what the student learns as how thoroughly and accurately and efficiently he makes use of the resources of the college.

"It seems to me that there are several grave defects common to most colleges:

"(1) The slipshod and superficial work done for the purpose of 'getting by.'

"(2) Lack of coördination between what is called the humanities and what is called vocational training.

"(3) The failure of the members of the faculty and instructors to use their opportunities for molding and determining undergraduate tradition, which is probably the greatest single educative force in any college.

This lack becomes conspicuous when compared with the way in which English university tradition has been built up. It may be illustrated, by way of contrast, by the citation of certain specific instances where faculty members have done a great deal to mold tradition. One example of this has been the influence of Dr. Spaeth at Princeton.

"(4) The growth of false and materialistic standards in college life. This is, perhaps, a natural, though I believe an avoidable, sequence to the general advance in material comfort characteristic of these days. It emphasizes, however, the advantages of money and things that money will buy.

"You will notice I do not mention the athletic influence. It is because I believe that on the whole athletics have vastly improved in the twenty years since I was in college, and have been of great educational value."

<sup>1</sup> "I believe that a college education, using the term in its distinct acceptance, should be dedicated to the cultivation of the mind and

<sup>1</sup> Quoted from the letter of the Hon. Charles E. Fitch, formerly of the *Rochester Democrat and Chronicle*.

the building of character as preliminary to and preparatory for the university curriculum, whether the latter embraces either the higher ranges of the sciences, or merely utilitarian studies. In other words, I would preserve the integrity of the American college, as illustrated in the personalities of Mark Hopkins, Francis Wayland, and Eliphalet Nott.

"I have no sympathy with the assumption that a college education is a mere matter of commerce—so much instruction for so much money—a favorite theory of some of the chief exponents of what for the lack of a better term they are pleased to call 'the new education.'

"Character building should be the chief object to be regarded; that secured the secondary objects will take care of themselves.

"From the college, the vast range of elective, elastic courses should be eliminated, and a return to former schemes in every way fostered, compulsory courses obtaining at least to the end of the Sophomore year."

The following contribution was received from a very well-known Socialist:

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<sup>1</sup> "The fact that the common mass of workers are making possible his education by their labor in supplying him with the basic necessities of life—food, shelter, and clothing—should be sunk deep in the consciousness of every student. A lively awareness of this fact is necessary to a proper social and co-operative spirit in men receiving educational opportunities withheld from the mass. To this end the newer economics, which tells the whole truth about sources of wealth, organization of industry, distribution of wealth, etc., must be taught in our colleges.

"To my mind character is best and most fully developed in the individual inspired with big social ideals. Individual character grows with the growth of these social ideals that give the larger outlook on life, a thirst for human unity, and cause one to strive for social and economic justice. This requires close and intimate knowledge of the common life, which in turn requires not academic study and discussion only, but actual contact.

"I am not of course trying to answer your

<sup>1</sup> This letter from Mrs. Rose Pastor Stokes, Socialist, is quoted in full.

question as fully as it deserves to be answered. Having time for but very brief discussion I take this opportunity your question offers to make this brief suggestion. I have found what seemed to me a lack of proper sense of social obligation in the college student and, not infrequently, an arrogance and an absence of human sympathy that can be born only of ignorance of fundamental social-economic truths—an ignorance which every true educator should strive to dispel."

The comments of financiers and business men constitute the following group. All of the men quoted occupy positions of great responsibility in their firms, and several of them are leaders in the commercial life of the country.

<sup>1</sup> "There are fundamental traits of character which should be developed, such as concentration, habits of mental discipline which lead to careful work, accurate thinking

<sup>1</sup> Quoted from the letter of J. G. Schmidlapp, of Cincinnati.



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and keen penetration, and above all, as most of our students are reared to-day, teach them economy. I have often said that I would rather my boys would learn economy than to learn the multiplication table, for I believe they would get more happiness out of the one than out of the other. With these traits developed more of our young men would have the power of leadership, and they would eventually lead to administrative qualifications now so rare.

“One of the weaknesses, to my mind, in present college training is that the practical is not used more in line with the theoretical, therefore we do not develop the traits of character that I have referred to. From my own experience as a member of the Visiting Board at West Point at one time, and from the information that I have gained through the development of college students, I strongly favor the compulsory course instead of the elective course of study. After a lifetime's experience I have found the best recommendation a young man can have in entering business life is that he can save something from his income no matter how small it is.”

<sup>1</sup> "As to the traits of character and mind which a college should aim to develop, there are, of course, a large number of these. Some of them are the common virtues, but there is one thing above all others that needs particular attention. It is initiative. In my experience, I find a great shortcoming among the college men in our employ is their failure to go ahead. They can take problems and think them out and they can perform competently, but one thing seems to be trained out of them and that is initiative and leadership to go ahead on their own responsibility.

"According to my own observation, almost the only advantage that the man who has not gone to college has over the college man is that the former does not know about so many things that cannot be done as the latter, and frequently, therefore, he goes ahead and does them. Science teaches us the futility of striving for perpetual motion and other impossibilities but it seems as though too many of the college trained men become imbued with the spirit of assuming that there

<sup>1</sup> This letter from William H. Ingersoll, of the Ingersoll Watch Co., is quoted in full.

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are too many things in the category of perpetual motion.

"You ask also about the ways in which a college education now fails to give students the training that it ought to give. I have not much to say about this, but in the business world, we are discovering that there is a new science known as 'management.' The capacity to take the materials and the conditions at hand and utilize them for the attainment of a purpose is something that the college could well give attention to instead of stopping with giving many important sciences in detached form but without showing the student how to utilize his own powers in order to get the most out of what he has learned."

<sup>1</sup> "It is apparent that many young men applying for situations object to places where regular and constant service is required and where no ball games or athletic sports interfere with regular hours.

"The boys should be taught that improvement of the mind should not have second place to improvement of legs and arms.

<sup>2</sup> Quoted from the letter of Rufus A. Sibley, of Sibley, Lindsey & Curr Co., Rochester, N. Y.

"I think a definite purpose in life—Industry and Economy, Integrity and Sincerity—will bring reward where the object in life has any promise of future usefulness to society.

"You will observe I have but little use for Fads or Professional Reformers."

<sup>1</sup> "Colleges should aim to develop the individual along broad lines rather than to concentrate on definite instruction. Character should be developed to its highest possibility. It is necessary, of course, to teach certain specialized knowledge but I believe this should be secondary. This criticism, however, applies more to the public schools than to colleges. If the public schools would concentrate more on the development of character and cultural processes, the colleges would find their work easier and while it would be necessary for the colleges to continue the development of character, they would be able to give more attention to specialized knowledge.

<sup>1</sup> Quoted from the letter of F. C. Henderschott, of the New York Edison Co., Executive Secretary of the National Association of Corporation Schools.

"Your second question is so broad that it would involve a preparation of a modern college course. So many new things have come into the world during the past twenty-five years that it is becoming apparent specialization is, and will continue to be, a necessity, yet we must not overlook a broad cultural training. Specialization should apply only to definite knowledge or knowledge intended to fit one for a definite line of work. When we consider how very few of the boys and girls who are going out into industry and the professions are properly trained or educationally fit, we must realize that there is room for every educational institution now existing and many more must be created."

<sup>1</sup> "Among the traits of character and mind essential to make a man efficient and useful in modern life, I might mention the following:

- "(a) A genuine desire to serve.
- "(b) Industrious.
- "(c) Open minded and teachable.
- "(d) Ambitious.
- "(e) Steady and trustworthy.

<sup>1</sup> Quoted from the letter of Henry T. Noyes, of the German-American Button Co., Rochester, N. Y.

“(f) Patient (in getting results).

“(g) Thoroughness and accuracy.

“Many of the above points might be covered by saying that he should have the scientific viewpoint developed to a strong degree. Then if he has with that a genuine unselfish desire to serve, I believe you can be reasonably sure of turning out a man who will be useful and efficient.

“As to the weaknesses of our present colleges I would respectfully refer you to an article by Lincoln Steffens in *Harper's Weekly* of this week (April 11, 1914) on this very subject. It is well worthy your careful consideration.

“In addition, however, to that I might say this, that our college men to-day as a rule do not realize at all as they should their obligations to society because of the opportunities they have enjoyed for education and development. Then again the usual college man meets the world with a ‘know it all’ manner, and thinks he can go out and do things just because he knows it all. He should be made to realize that the real value of a college education lies in the fact that he should be able, because of his training, to study prob-

lems thoroughly, to analyze them accurately, and to draw logical conclusions, and know where to find special knowledge, etc.

"A college education fails to make proper impression on the usual man as to his real responsibilities; his obligations, if you please, to his employer; the importance of keeping his word strictly; the importance of being punctual, etc."

<sup>1</sup> "Without going into the matter to any extent, as it would take more time than I could give to answer your note fully, I would say that honesty, courage, and judgment were the three points which are essential for success, and as the curriculum at college only can serve as a training school for judgment, the rest of the training must be gathered through personal contact and general environment. It is here that the usual college educational scheme is weak, in that over emphasis is placed on the thing learned, whereas, for instance, it is shown in the Montessori method for children that it should be placed on the manner in which it is

<sup>1</sup> Quoted from a letter from W. R. Brown, of the Berlin Mills Co.

learned. In other words, a few things done accurately, thoroughly, independently, and with pleasure are of much greater value to the student than a large amount of heterogeneous knowledge in forming for efficient character."

The two following letters with which this symposium on American college education closes are of especial interest. The author of each is the President of a great financial institution, close to the summit of the American financial world. The letters supplement one another; the one is a summary of the defects, the other of the aims of college education.

\* "Your questions in regard to traits of character and mind which a college should aim to develop for modern business life are extremely important and pertinent.

"The primary defect which I see in young college men to-day is lack of intensity of

\* This letter from F. A. Vanderlip, President of the National City Bank, New York City, is quoted in full.



purpose and this really involves the defects of procrastination and insufficient power of concentration. I doubt if in the present-day college course, there is enough mental discipline. I do not believe in hedging the student about with so many requirements that the opportunity for developing and expanding individuality is restricted, but on the other hand, I am firmly against so much freedom as to permit going along the path of least resistance, and developing a *laissez-faire* attitude. Of course, the wise middle course is what we are striving for in all walks of life. I should say at the present time, however, the colleges were erring on the side of permitting too much independent action. In business there must be strict discipline. If there is very little in college, the transition is too great for the young man entering into his vocation, and he probably fails to do himself justice during the time when he is adjusting himself to the new conditions. I think college training is very excellent in that it creates constructive imagination, independent thought, and self-reliance. This must, however, be tempered by the very wholesome factor of judicious

discipline, which will produce the quality of intense application which is so necessary in meeting business problems."

<sup>1</sup> "Trying to answer the queries propounded in your note of the 28th inst., is a good deal like undertaking to point out the royal road to success. There is no such road, and probably there is no adequate answer to your queries. I assume that all you seek is an approximation.

"The character that a college should try to develop in its students is an all-around ability to use such powers as the student has, and with that a devotion—fanatical if you please—to the truth. Existing college education largely fails to give this kind of training. It fails because it is primarily seeking all kinds of short cuts. It has largely abandoned the old idea of the university or college training and has substituted vocational training. The cry is that no college education is worth anything that doesn't fit a man for some specific thing when he grad-

<sup>1</sup> This letter from Darwin P. Kingsley, President of the New York Life Insurance Company, New York City, is quoted in full.

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uates. I hold that to be an utter mistake. A proper college education does not fit a man for any specific thing; and at the same time it fits him for everything. The present college education, eagerly seeking the line of least resistance and the shortest road to some technical or professional equipment, misses forever with such students the time when a well-balanced all-around development is possible. The college education now popular is not a university education at all. It is constantly getting narrower, and more and more fails to turn out men with an all-around equipment. This is the sort of equipment that in the long pull of life lands a man at the top. The equipment that graduates largely get nowadays probably insures some early success and a considerable degree of usefulness, but it doesn't insure the success that a man is capable of. Such education has its place, and it is a very large place, but such education falls far short of what I understand a university training to be."

## PART II

### RESULTS AND IMPLICATIONS

THE comments and suggestions contained in the above letters fall naturally into two groups, those dealing with particular matters of college training and organization, and those concerning general matters of educational policy. While it is difficult to make a choice among the many good suggestions we received in regard to particulars of college training, the three following are mentioned as among the most significant and practical. The first, because it was so widely advocated by those connected with social and political activities. The second because, apparently, it promised

much aid and comfort to both faculty and students, who unfortunately are not always of a mutual fit. The third calls attention to an aspect of college life of very decided importance, which stands in danger of being forgotten amid the increasing complexity of the machinery, and because of the immense size, of many of our American institutions of learning.

Socialists, Democrats, and Republicans alike recommend that the college impart to its students a deeper sense of the duty of public service. Each of these widely different political groups used almost the same arguments, to the effect that college graduates, having enjoyed special privileges and opportunities provided by the community, owed in unusual measure service to the State. Curious as it may be to find representatives of such different political doctrines united on the common ground of the distinctly aristo-

cratic sentiment of *noblesse oblige*, it is encouraging to observe such unanimity, among all classes, of opinion in regard to the need of better and more widely educated men assuming leadership in public affairs.

Another suggestion of good promise was that each college organize a committee on vocational guidance, to aid its students in making wise choices of future occupations. Commissions of vocational guidance have done very good work in large business and manufacturing establishments in the selection of employees fitted by temperament and individual ability for doing certain kinds of work. It would seem that the same methods might be applied to advantage in guiding college students to choose a profession or occupation suited to their individual temperaments and abilities.

As a special defect was mentioned:

“The failure of the members of the faculty and instructors to use their opportunities for molding and determining undergraduate tradition, which is probably the greatest single educative force in any college. This lack becomes conspicuous when compared with the way in which English university tradition has been built up.”

In extenuation it might be urged, that beside the political, scientific, and literary traditions which have arisen in the course of their long and splendid history, the two great English universities are composed of small colleges, in whose buildings and grounds dons and students read, eat, and live together. English university life thus permits greater intellectual and personal association than is possible even in our small colleges, while it also offers the wider outlook and more significant relationships with the great world to be found in connection with important universities. The combination of these ad-

vantages we have yet to obtain, although many of our institutions of higher learning have very excellent undergraduate traditions, which decidedly show the influence of the notable men of the past and present connected with their faculties.

In other words we need the Oxford system in America both in our larger separate colleges, and, even more decidedly, in the undergraduate departments of our great universities. Or, if the word Oxford should offend the taste of certain strenuously hyphenated individuals, we need some form of college organization which shall effectively break up the mob-system of college education now generally in vogue. Some more human and friendly scheme is required which shall not only bring students and faculty in closer touch, but also bring the students themselves in more intimate contact, and teach different kinds of individuals

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to know and appreciate the good qualities of one another. This would result in what some light-thinking but enthusiastic individuals would be pleased to call "an increase of democracy in college." I dislike the term democracy, which is a spell used by demagogues to conjure votes with, and has now so far lost its original signification as to be synonymous with any kind of reform or pseudo-reform in politics or manners. I agree, however, with the idea which perhaps is meant by the words "increase in democracy," and believe that there would result an increase of kindliness and mutual appreciation and respect, more knowledge and culture among the students, and an increase of humanity and young-heartedness among the faculty, and, above all, an increased understanding of others, which would tend to produce more charitable leaders of a Christian society.

Other matters well worthy of consideration, such as the desirability of developing qualities of leadership, executive ability, accuracy, etc., were also suggested, but which do not require special comment as the letters speak very plainly for themselves.

In regard to general matters of educational policy, considering the latitude of discussion invited by the questions, and the freedom and originality expressed in the replies, in regard to two matters of prime importance the consensus of opinion is decisive. The one matter relates to the chief aim, the other to perhaps the worst defect of college education.

The defect in college training most often condemned is lack of discipline, or, as it was expressed by one man, "slipshod and superficial work done for the purpose of 'getting by.' " This criticism I believe is just, although the fault is by no means

monopolized by college students. It is sometimes to be found among high school graduates, or even among those who have had merely a grammar school education. Such faults are very common defects of immaturity and inexperience, and thus often appear in a conspicuous degree in college men entering business, not because they have been in college, but because, as yet, they lack the special training which only the discipline of actual business can give. The marked presence of such faults in college graduates indicates neglect on the part of college authorities of the many opportunities for cultivating a sense of responsibility in the students, which college life offers both within and without the classroom. The removal of this reproach from college training might doubtless be accelerated by the activities of an efficient dean and "office," by the enforcement of more rigid standards of

accuracy and scholarship, and by an increased demand for clearness and precision in written work, not merely in the English department, but in all departments. Such measures would go far toward curing the "evils of slipshod letter writing," and eliminating other signs of callowness in recent college graduates, concerning which there is much reason for complaint.

In regard to the chief aim of college training there seemed to be an even greater unity of opinion. The true aim of college education is, in the opinion of the leading men of America whom we consulted, the development of character and the training of intellectual power, and not the acquisition of specialized or technical knowledge. Too much specialization by undergraduates, particularly entering upon technical courses without a sufficiently broad foundation of general

culture, was held by the dean of a great engineering school to be harmful to the student's general mental development and detrimental to his ultimate success. Nowhere was the value of a general college education more emphasized than in the comments of prominent business men, leading lawyers and engineers, and men engaged in technical education. Far greater in value than technical knowledge for success in life was considered the acquisition of the ability to think, the power of concentration, and the development of originality and initiative. As the prime aim of college education, outranking in importance even the training of the intellectual powers, was held the development of character, more particularly the sense of public service, responsibility, seriousness of purpose, and temperance in all things. In short, our inquiries showed that the judgment of

representative men in American public, professional, and business life is decidedly in favor of a liberal education for undergraduates rather than a technical one. —

Nevertheless, it is also evident from many of the comments received that our traditional college education is not fully adequate to meet the demand for a general training commensurate with the increasing complexities of our twentieth-century civilization. This is not because college education is too general, but because it is too narrow. Sound, of proved value, and needed perhaps more than ever in this age of expanding individual activities, our cultural college education might very well include within its scope instruction in certain matters of serious importance to a man of affairs in this day and generation. A certain grounding in the principles of law, and especially those of commercial law and contracts, is not —

only a desirable and a most useful equipment for the modern battle of life, as Mr. Eastman has pointed out in his introduction to this book, but would have decided general educational value. Mr. Eastman's other suggestions, first in regard to the treatment of employees and the ethical principles involved in the relations of employer and employee, and secondly, concerning cost accounting, more particularly overhead expense and its relations to cost of production, wages, etc., deal with matters of serious and far-reaching importance, concerning which not only the public in general, but the educated public, and even our University Club members have far too little knowledge. The problem of the just employment and the reciprocal duties of employer and employee is one of the most pressing of our times, and has political, social, and economic consequences of the gravest

nature. Cost accounting is so important in modern business that its basic principles are part of the instruction given in all modern general courses in economics. A course confined to this subject should be included as a regular advanced course in every economics department, and be required of every student contemplating a business career. Such a course might save many a young man of good promise entering business life from financial disaster, and his friends and the community from the misfortunes attendant upon such failures.

At present, many of our professional schools in law, in medicine, in theology, and in engineering, require colleges and universities to give undergraduate instruction in certain subjects which lie at the basis of their professional training, by making a knowledge of these subjects a condition of admission. Such require-



ments are proper provided the courses have educational value, and are not so many in number as to interfere with the all-around intellectual development of the undergraduate. Courses in business law and business ethics would have very high general educational value, while a course in cost accounting would compare very favorably in these respects with a course in organic chemistry, or in the higher mathematics. A reasonable amount of instruction in subjects fundamental to modern business would moreover increase the efficiency of the college as an institution of liberal learning by adding a certain side to the student's general training in which most men are deficient at the time of graduation, and by bringing them in more intimate contact with some of the most vital and pressing problems of the day. It is the broadening and humanizing influence of a subject as well as its

value to the individual as a preparation for life which makes it a proper subject for college instruction. Furthermore, such training as has just been mentioned would make the young man of far more use to his employer, who after all must pay for his business education for some time after he leaves college, for until he acquires knowledge of the business and habits of business discipline, he is a liability rather than an asset to the firm employing him.

It is evident, however, that the classroom work of even the most scholarly institution would not suffice for the cultivation of all the traits of mind and character, so cordially recommended by our friends and advisers. Yet, despite this fact, and in spite of the inadequate means at their disposal, of the hampering limitations of equipment, of endowment, and of personnel, our colleges send into

the world at each Commencement many fair youths, intelligent, virtuous, and strong of body, who are destined to become leaders in the life of their time. Concerning these young men we professors are apt to congratulate ourselves unduly, for however beneficial to their intellectual powers may be the instruction we are instrumental in giving, it is in student life outside the classroom, rather than within it, that most men's characters are made or marred. It is here that the force of the traditions and ideals of the college exert their potent influence for good or evil. It is here that traits of loyalty, of coöperation and self-sacrifice for common ends, are developed, or remain uncultivated. It is here that the sense of responsibility to one's fellows, and of devotion to the group of which one is a part, must be acquired, if it is to be obtained at all. It is, therefore, of

prime importance that all the forces of college life be taken into consideration by those in authority, for it is not merely in matters of scholarship that the educational efficiency of our different institutions differs widely. The statement of Aristotle, so often quoted, that impulses acted upon tend to form habits, and that habits combine to form character, seems especially to be true of student life. There are three forms of such activities of decisive importance in college, intellectual habits, social habits, and physical habits; since the traits of mind and character formed during college life are largely the result of these three kinds of activity.

In the scholastic work of the college there is spread before the student the best which the wisest men of all the ages have accomplished in literature, in science, and in philosophy. The student should

be made to feel that he enters the class-room with the purpose of finding out, appreciating, and making real to himself what has been thought, and done, and written in the world; with the intention to train his mind to think, so that it shall plow into things like a steam shovel, deep down until it strikes the very bed rock. Then he will see things clearly and see them whole, and will not be blinded by words or prejudices, or fads, or by popular opinion. As an educated man it will be his duty to lead and not trail behind public opinion. The college should make each student realize that he is not educated until he has found something in literature, in science, in art, or in philosophy, which appeals to him so much that he will follow it up, at least as an avocation, after he leaves college. How can anyone consider himself educated to whom no form of learning ap-

peals? Each student should get at least one live intellectual interest from his college course which will remain a source of pleasure and spiritual profit throughout his life.

Man is by nature a social being, and finds his good, his moral progress in action with his fellows. Every student should take part in college activities, and make something better for his work and influence. He should be an asset to the college and not a fixed charge. There is excellent moral training to be found in fraternity life, in taking part in student clubs and organizations, in working for the college, in shouldering responsibilities, in acquiring business methods, in looking after and endeavoring to improve the conduct and character and keep up the scholarship of the younger men, as is so frequently done by the upperclassmen in the clubs and fraternities.

Social intercourse, however, is wider than college clubs and organizations, valuable as is the training which they give. There is more general training which relates to all with whom each comes in contact, both within and without the college walls. In such relations certain laws and conventions have arisen naturally, and have found expression in canons of ethics and social standards. Of the more fundamental principles the most are known already, indeed so well known that "knowledge of them is wont to outlast knowledge of the sciences themselves." The practical embodiment of such principles in the lives of men and women is quite as necessary and quite as difficult as ever. The college, however, should impart such ethical knowledge, that each student should not only feel his obligations toward the decalogue, and his personal responsibility as a member of the

community, which duty may be made so evident in college, but should also be made to understand that intelligence and sound ideals are needed in the solution of the wider and more complex problems of our ethical and political life. Further, that laws exist therein which do not change either at the will of popular majorities or at the desire of the unpopular rich, but that beyond the power of successful or unsuccessful greed, or force, to sway or influence, exist the natural norms of life and conduct in conformity with which alone a good life may be constructed, an ideal life attained, by the individual or by the State.

Each student should take part in athletics, of which the worst fault is not that they are too prevalent, but that they are not participated in by the student body as a whole; and that unsportsmanlike standards of conduct sometimes



arise. It is not a bad thing for a student to have, as one of his ambitions, the making of a team sooner or later during his college course. He may not make his team, but he will develop pertinacity, and courage, and will power, while aiding greatly in giving that encouragement and support which all forms of college activities need from every student, and which most forms of public activities need from members of the community. Students should play their games to win, but should not forget it is a mere game that they are playing. The fate of the country does not depend on the outcome of any particular game, but may depend on the honor, the fairness, and the fortitude with which all its games, big and little, are conducted.

If a student has played his part with distinction, or even to the best of his ability, in all these sides of college life, he cannot easily fail of acquiring, in so

far as the college can induce him to acquire, those traits of mind and character which shall make him useful and efficient in modern life.

To this end it is the duty of the college authorities and of the public to bring it about that not merely are certain subjects taught, in a competent manner, but that they be taught so well as to arouse the interest of all students of average intelligence, and that the scholastic discipline be so strict that no habits of laziness or slipshod methods of thought or work be permitted. It is also the duty of the college not merely to tolerate student clubs, fraternities, and other college organizations, but to coöperate most cordially with them in securing the highest possible personal development of its students. All such organizations rest on social instincts indispensable to society and it is upon the form such instincts are

allowed to take and the manner in which they are permitted to develop that many of the best or worst traits of student character result. It is by sympathetic guidance of such social activities, not by their suppression or mere toleration, that the development of such good qualities is to be secured. In regard to athletics the situation is much the same. Athletics have come to stay, and now occupy a great deal of time formerly given to drinking and dissipation, as anyone familiar with college life during the middle of the last century will admit. They sometimes occupy too much study time, and because of their direct interest and strong appeal to the student imagination are apt to occupy too exclusively the focus of his attention, especially in the spring and fall. They also sometimes create false estimates of values in his mind. Nevertheless, college life is far better with them than

without them, and by proper control and influence, they may be made, as they are in many schools and colleges, most powerful means of moral as well as of physical education.

If then the aim of college training is the development of character and of intellectual ability through study, through association with others, and through manly sports conducted with honor and high-mindedness, it follows that no one-sided development is truly excellent. It is neither the grind nor the college prig, politician or social butterfly, nor the poor brainless athlete who is the right type of college man. It is rather the one who by daily habit and endeavor has won the secure possession of intellectual power and culture, of character and enlightenment, and of a disciplined, healthy body, who is truly the representative college man. Above all, it is the

one whose other acquisitions have been influenced by the noble spirit and high ideals of his Alma Mater, in whose influence he involuntarily forms his attitude toward the problems of society, and in whose light he learns his first philosophy of life.

It is as centers of inspiration and of culture, as the guardians of the spirit of true appreciation of beautiful things in the art and literature of all ages, as creators of science and philosophy, as recorders of history, as the critics of political and social movements and ideas, and as the sources of new and inspiring religious and ethical developments, that our colleges and universities should stand. In the presence of such august mysteries as these no student shall fail in having his life influenced for the better, to his own greater happiness, to the welfare of society, to the profit of the State.

Imperfectly as this ideal is realized by our existing institutions hampered as they are by the need of men and money to carry on their work, and by the unfortunate educational experiments many of them have tried, yet if the judgment of those whom we consulted is correct, it would imply that the best form of college education, both as a preparation for life and as preliminary to training in the law, in medicine, in engineering, or in any profession, is at present to be obtained in what has sometimes been known as a cultural college—one whose aim is not to give specialized instruction to its undergraduates, but to impart a broad and basic knowledge of literature and art, of science and philosophy, of history and politics, to the end that at graduation its students may have an intelligent appreciation of what has been thought and done and written in the world.

The place for technical instruction, in law, in medicine, in theology, in engineering, in agriculture, in commerce, or in other of the professions or arts, would seem to be in the independent technical schools, or in those attached as graduate departments to the universities. A technical and a liberal education seem far better taken separately than mixed.

This does not mean, however, that the college student should not be allowed to elect, especially during his last two years in college, a considerable portion of his work in those subjects which lie at the foundations of a knowledge of his future profession, nor does it imply that the traditional college education is adequate in all respects, but, as has already been pointed out, its curriculum might very well be supplemented in certain particulars to meet the needs of the time.

It is the purpose of several of our lead-

ing universities ultimately to require all who enter their professional schools to be college graduates. Harvard and Johns Hopkins have already done so. Apparently this is the ideal arrangement, and is gradually being followed by those institutions desirous of obtaining the best possible results, while a vast number of students, ambitious to receive the best education our country offers, are now following this plan and are taking a bachelor's degree in arts, before entering upon their courses of professional study.

The student, however, who desires certain special training, yet who is unable or unwilling to go through both college and a professional school, may oftentimes be forced to choose between a liberal and a technical education. There are many considerations properly affecting such a decision, among which are the immediate pressure of circumstances and need of



immediate earning capacity, character and temperament, individual interests and capacity for doing certain kinds of work. No one would be foolish enough to try and lay down a rule to govern all such cases. Possibly however, it is not out of place to consider the trend of the answers we received, and the character and ability of those who have interested themselves sufficiently in the welfare of college men and women, and who are deeply enough impressed by the importance of college education, to take the time and trouble necessary to so carefully express their views, and so considerately to aid us and others who might be concerned with their counsel and advice.

The ideals of the best type of American college obtained very ample justification in the results of our inquiry. Such education is held to be of value, not only as a broad foundation for any form of

professional or business training, and as an excellent preparation for understanding those wider problems of public interest, to the solution of which it is the duty of each citizen to contribute; but is also the most approved means of entering upon that rich enjoyment of intellectual pleasures possible only to the liberally educated man.

It might perhaps be inferred from these results that those colleges desiring to follow the soundest educational practice, and to properly adapt their curricula of studies to meet modern conditions, would do so best by making more effort to give their students a liberal education than many of them are now attempting.

Certain of our small colleges, together with a few of the large universities, have steadfastly maintained their faith in the value of a liberal education to produce those traits of mind and character which

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a college should aim to develop in its students to make them useful and efficient in modern life, in the face of much criticism, and despite the success of other institutions which have yielded so gracefully to popular demand. It is, therefore, interesting to know that the best opinion in America is in favor of just that type of education which the cultural colleges have always given. It is to this type of education, moreover, to which several of those colleges which for a time followed other aims are again returning.

THE END







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